**Presenting Information**

**Teacher Candidate**: Ja’Corey Hagger

**Grade Level**: 3rd **Date of lesson:** 11/26/11

**Content Standards**: State the unit goal and identify one or two primary local, state or national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

3E3a.9: Clarify and enhance oral presentations through the use of appropriate props including objects, pictures, and charts.

3E3b.1: Make brief narrative presentations that provide a context for an event that is the subject of the presentation; provide insight into why the selected event should be of interest to the audience; and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students have watched an example of the school news in class
* Prior research skills and organizing skills

**Student Learning Objective(s**): Identify specific and measurable learning objectives for this lesson.

The students will:

* Demonstrate awareness of the role of broadcasting in their lives
* Demonstrate understanding of their roles and the role of the audience
* Combine all of the information gather into the broadcasting assessment
* Design appropriate props
* Demonstrate awareness of how advertising targets specific audience

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

The students will be graded on the rubric (end of page) that will be discussed same day has the lesson is given, along with their own copy

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Construction paper, cardboard boxes, markers, glue, scissors, computers access

**Teaching Model/Strategy:** Accurately names model/strategy; Explains WHY this model/strategy is chosen for these learners; Explains how model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry, because students are solving problems by doing their own research based off of an intentional open-ended question.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Ask students, “If it was up to you, what would be on the radio?” on television? Then ask students to imagine that they are running their own television or radio station, and that they will be discussing their specific region.
  + What important information would you want your viewers or listeners to know so that they may find the place to be interesting to visit?

Allow students to answer question and then explain to them that all of the research they have been doing and information they have found is what they should have found interesting and will be what they will want to present to their audience.

Tell students that they may want to spice it up and make it a little more exciting but there overall information is the information that they have been gathering.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Next I will ask students what kind of shows do they watch or what kind of music do they listen to? How often? Why? – I will explain that the reason they like there shows could be the same reason someone might like their show. And that they should use some of those characteristics when creating their own shows.

In their groups, students will meet to research and gather information about the impact of radio and television in their own lives. They will collect data about what when and how they watch television and listen to the radio. They will then organize the data in order to create their own schedule for their television/radio program. Students will also at this time begin to create their set (stage)

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will share useful information they’ve learned, that may help other students

**Extra activity**: students will go home and watch TV (YAY!!) and observe how the actors or broadcaster act when they are in front of the screen. [Voice, posture, words (practice, practice, practice]

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|  | **1** | **2** | **3** | **4** |
| **Shared responsibility** | Information was shared and presented by all group members. | Information was provided by al group members almost equally | Information was presented but only ¾ of the group contributed. | Information was provided by only 1-2 talk show members. |
| **Props** | Students designed and used appropriate props | students designed and used somewhat okay props | Students designed and used props but they were not appropriate | Students designed nor used any props |
| **Purpose** | Presentation has a clear and interesting purpose. | Presentation is interesting but purpose is somewhat unclear. | Presentation is not very interesting and purpose is somewhat unclear. | Presentation is not interesting and has no discernable purpose. |
| **Knowledge** | All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions. | All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions. | Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions. | Most students needed note cards to talk or to answer questions. |